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Ce programme, mis au point pour répondre aux besoins spécifiques des élèves anglophones présentant une déficience intellectuelle moyenne, a pour objectif de développer chez l'enfant une image de soi positive, de développer l'habileté à participer à des échanges et de développer l'habileté à participer à des activités stimulant le développement de la pensée par le langage. Le document précise l'orientation du programme - basé sur un modèle de développement de l'enrichissement du langage ("developmental model of language growth") - la structure des objectifs et leurs relations aux différents programmes.

Type de document: d

GENERAL
DEVELOPMENT
PROGRAM

LANGUAGE FOR LIFE

PRESCHOOL
ELEMENTARY SCHOOL
SECONDARY SCHOOL

Québec

GENERAL DEVELOPMENT PROGRAM

LANGUAGE FOR LIFE

PRESCHOOL
ELEMENTARY SCHOOL
SECONDARY SCHOOL

Direction générale des programmes
Direction de l'adaptation scolaire et des services complémentaires

Approved by the Comité protestant and the Comité catholique
of the Conseil supérieur de l'éducation, December 5 and 14, 1988

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This program, Language for Life, for preschool, elementary school and secondary school is issued in accordance with Sections 3 and 18 of the Regulation Respecting the Basis of Preschool and Elementary School Organization and the Regulation Respecting the Basis of Secondary School Organization. It has been approved by the Comité catholique and the Comité protestant of the Conseil supérieur de l'éducation in conformity with the provisions of paragraph (e) of Section 22 of An Act Respecting the Conseil supérieur de l'éducation (RSQ. c. C-60). The use of this program has been authorized for the purpose of teaching Language for Life in all schools as of July 1, 1988.

Claude Ryan

Claude Ryan
Minister of Education

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The program, **Language for Life**, has been prepared by the Direction de l'adaptation scolaire et des services complémentaires, Direction générale des programmes, in collaboration with teachers, consultants, administrators, and university professors across the province.

The ministère de l'Éducation gratefully acknowledges the contribution of these educators, for without their interest, creativity, and cooperation, this program could not have been developed.

1. INTRODUCTION

1.1 BACKGROUND

As reported in The Schools of Québec: Policy Statement and Plan of Action (Québec 1979), the COPEX report, published in 1976, describes the needs of students with difficulties in learning and adaptation. It states that prior to 1976, the organization of assistance for students in difficulty was carried out without any official policy and that the lack of such a policy "... caused a proliferation of interventions aimed at the diagnosis and correction of deviations, rather than at seeking the integral development of the child."[1] Further, the COPEX report noted concerns existing in the areas of: the diagnosis of students with difficulties, as well as deficiencies in the administration and the organization of instructional, health, social and rehabilitation services for students with difficulties.[2]

It was with this particular research in mind that the ministère de l'Éducation formulated a policy to respond to the needs of students with difficulties in learning and adaptation in **The Schools of Québec: Policy Statement and Plan of Action** (Québec, 1979). This policy states that "... each child with adjustment or learning difficulties is entitled, like any other, to an education capable of ensuring his maximum development... The student with difficulties is, therefore, entitled to quality education... adapted to the specific needs of the children... enriched by measures designed to remedy the difficulties or handicaps which may hinder the development of the child..."[3]

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1 Ministère de l'Éducation, **The Schools of Québec: Policy Statement and Plan of Action** (Québec, 1979), pp. 58. This reference is reproduced with the permission of the Éditeur officiel du Québec.

2 **Ibid**, pp. 58-59.

3 Ministère de l'Éducation, **The Schools of Québec: Policy Statement and Plan of Action** (Québec, 1979), pp. 61-62. For further information, refer to the recommendations of the **Copex Report** (Québec, 1976), pp. 640-664.

1.2 NEEDS ASSESSMENT AND IDENTIFICATION OF PRIORITIES

The **Language for Life** program was designed to meet the specific needs of moderately intellectually handicapped students. As with all the other programs for the moderately intellectually handicapped, this program has as its ultimate aim the successful integration of these students into society.

Language is the means through which humans become participants in a society and learn to shape their world. Through language, human beings communicate their needs, interests, ideas and feelings. Our literature records these probings, shapings and reflections and as such serves as a resource to students. As students explore their world, not only should they be given the opportunity to find joy in their literature but also in their own potential for language[1] and thought.

An analysis of a wide range of research and recommendations has made clear that moderately intellectually handicapped students have three crucial needs in the development of their ability to communicate:

- the need for students to be placed in communication situations that allow them to experience success and to develop increasing self-confidence;
- the need for students to be placed in communication situations in which they are required to share with peers and others;
- the need for students to be placed in communication situations which require them to express, by various means and with increasing ability, their needs, ideas, experiences and feelings.

Over the past few years, several teams of teachers have devoted considerable time and energy to developing local programs for moderately intellectually handicapped students. The **Language for Life** program represents a first step in the process of channelling, integrating, consolidating, and enriching all efforts. The program is designed to be realistic, stimulating, and useful.

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1 Language throughout the program will be defined as any means by which students transmit and receive ideas and feelings. The means may be either verbal or non-verbal: pictures, gestures, symbols, visual images, etc.

The **Language for Life** program, which has been developed specifically for English mother tongue students, is one in a series of programs that have been developed for moderately intellectually handicapped students. This program was designed to replace that which was written for French mother tongue, **Langage et communication.** Other programs in the General Development series have been translated into English and include:

- **Introduction to the Arts**
- **Functional Mathematical Skills**
- **Self-Care**

An accompanying curriculum guide for **Language for Life** has been developed and translates theory into practice.

1.3 RELATIONSHIP TO OTHER DISCIPLINES

The **Language for Life** program emphasizes the crucial role that language plays in the growth and development of the student as an individual and as a member of society. The ability to communicate effectively is often a prerequisite to the successful acquisition of knowledge in all the disciplines. What a student experiences and learns in language arts is applicable to the other disciplines in that the student uses language to internalize new concepts and ideas. Therefore, it is necessary to lay a firm foundation for continuing language development across the curriculum and throughout the students' school experience.

It is important to remember that the student is an active participant in the wide variety of meaningful experiences provided; language is a key to the information and communication of ideas; the growth and development of language are the concern of all the programs.

Teachers should design learning situations in which language-thinking strategies and meaningful language interactions are developed and reinforced across the curriculum. For this reason, a section illustrating how the objectives found in the **Introduction to the Arts** and the **Self-Care** programs may provide opportunities to address the objectives of the **Language for Life** program has been included following each of the objectives.

2. RATIONALE

2.1 VALUES ADRESSED IN THE LANGUAGE FOR LIFE PROGRAM

The values expressed by the **Language for Life** program reinforce the dual role accorded the school by **The Schools of Quebec: Policy Statement and Plan of Action**, "...On the one hand it stimulates in young people the discovery of personal values; on the other hand it supports certain values which have been already recognized by society".[1]

Meaningful learning experiences must of necessity explore, indeed confront, the world we know, have known, or even will know. The **Language for Life** program fosters active participation in learning contexts which provide countless opportunities for discovery, clarification and refinement of the values - intellectual, social and cultural, spiritual and moral, aesthetic and emotional - embedded in the learning and provides opportunities for reinforcing and developing self-confidence. Self-confidence comes from the development of a positive self concept. The discovery of personal values is an ongoing process of encounter, analysis, and validation. The **Language for Life** program is founded on such an approach.

Understandably, then, the **Language for Life** program addresses many of the values underlying education, values supported by the society it serves. It is through participation in varied and rich language experiences that students may acquire "a critical judgment of man and society"[2], and may seek after truth. Responding to stories, talking with peers and expressing ideas in writing are language experiences which reflect emotional and intellectual values, values which include "a capacity to communicate experiences"[3] and to share in the experiences of others, as well as "an open attitude towards the world".[4] Participation and co-operation with

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1 Ministère de l'Éducation: **The Schools of Québec: Policy Statement and Plan of Action** (Quebec, 1979), p. 27. This reference is reproduced with the permission of the Editeur officiel du Québec.
2 **Ibid**, pp. 27.
3 **Ibid**, pp. 27.
4 **Ibid**, pp. 27.

others encourage sharing and exchanging of views in an atmosphere of open-mindedness. As students interact with varied content and with their peers in these shared, language-based exchanges, they discover "a sense of socio-cultural belonging",[1] a "respect for life",[2] a sense of individual "autonomy and responsibility".[3]

2.2 THE FOUNDATION OF THE **LANGUAGE FOR LIFE** PROGRAM

The **Language for Life** program is based on a WHOLE LANGUAGE, STUDENT CENTERED, INTEGRATED APPROACH to teaching the language arts. This approach views the student actively learning and using language in natural, purposeful, and meaningful contexts. Such a program offers the students extensive opportunities for language development.

This approach is based on certain fundamental theories about language learning, theories that apply to all language learners and reinforce, in their application, the recommendations of the COPEX Report (see "Introduction", 1.1). They are the following:

A. LANGUAGE LEARNING IS AN ACTIVE DEVELOPMENTAL PROCESS WHICH OCCURS OVER A PERIOD OF TIME.

Not every student will develop at the same rate or to the same degree; however, given time and realistic ojectives, all students will grow and develop in their use of language if the environment is supportive.

B. SPEAKING, LISTENING, READING AND WRITING ARE PROCESSES OF MAKING MEANING RATHER THAN PRODUCT-ORIENTED PRACTICE EXERCISES.

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1 Ministère de l'Éducation **Schools of Québec: Policy Statement and Plan of Action** (Québec, 1979), p. 27. This reference is reproduced with the permission of the Éditeur officiel du Québec.
2 **Ibid**, pp. 28.
3 **Ibid**, pp. 28.

Students do not learn language in isolation: they need a stimulus, a reason to communicate and they must have a sense of their audience and that their audience is a sympathetic, attentive and interested one. Students will not learn language by practising skills in isolation; language is not learned through workbook exercises and skill drills that have neither a reason for communication nor an audience.

Attention must rather be devoted to the process the students follow when listening, speaking, reading or writing. Students should be encouraged to try various learning strategies to develop their abilities in each of these areas.

C. **THE LANGUAGE ARTS, SPEAKING, LISTENING, READING AND WRITING MUST OCCUR IN MEANINGFUL CONTEXTS FOR SOME PURPOSE, IN SOME SITUATION, FOR SOME INTENDED AUDIENCE.**

The importance of a meaningful context cannot be overemphasized. It is the context within which the students' experiment with language that will govern whether or not they will grow and develop in their ability to use language. The definition of "meaningful" will be found only by looking at the individual students, at their present development, at their particular needs and interests and at the experiences and personal background which they bring to the learning situation.

D. **THE LANGUAGE ARTS MUST OCCUR AND DO FLOURISH IN LITERATE ENVIRONMENTS IN WHICH LANGUAGE USERS ARE FREE TO DISCOVER AND TO REALIZE THEIR INTENTIONS IN TRIAL AND ERROR FASHION WITH VARIED AND ONGOING OPPORTUNITIES FOR LANGUAGE USE.**

Once students are surrounded by language in the form of visual, print or multi-media materials, they will want to experiment with language if for no other reason than to say "I want". They should be encouraged to try, to take risks and be led to understand that not everything they do will be rated immediately as success or failure, right or wrong. Rather, it is

important that they take risks and persevere in order to communicate, because they want to communicate and understand. Frustration is most often reached when the sense of meaningfulness has been lost.

E. LANGUAGE USE IS NOT INDEPENDENT OF FUNCTION AND MEANING. LANGUAGE USE IS MEANINGFUL WHEN IT IS FUNCTIONAL AND PERSONALLY BASED FOR THE LANGUAGE USER.

In order for students to develop their language abilities, they must begin with the familiar and then be led to challenges into the unfamiliar. They must be given opportunities to reinforce the known and to extend their knowledge and abilities in a variety of different situations, many of which may be new to them but which will draw upon previous successes.

The moderately intellectually handicapped student stands to benefit considerably from a program which concentrates on developing language and communication in meaningful situations. Throughout the **Language for Life** program the student is encouraged:

- to develop a positive self-concept;
- to become a language user, and
- to use language to increase thinking and reasoning.

Therefore, the student needs to be actively engaged in meaningful language experiences. The teacher must view the language arts (speaking, listening, reading, and writing) as a whole. S/He must provide a variety of opportunities for the student to actively use language for communicating and for reasoning.

2.3 THE TEACHER'S ROLE IN PROVIDING STUDENTS WITH OPPORTUNITIES FOR CONTINUOUS GROWTH IN LANGUAGE LEARNING.

The teacher plays a crucial role in helping students shape and reshape their thoughts and language in response to their own needs. When students come to school, they should find themselves immersed in a supportive, literate, and fluid environment conducive to their continuous development and language expansion.

Teachers facilitate language development by creating invitational environments which:

- provide students with a wide range of key integrated experiences with language arts;
- influence students positive attitudes toward language and promote their language development through varied opportunities for language use;
- support the natural processes by which students learn, develop language, extend their knowledge, shape meaning and their world through language.

The role of the teacher is to extend rather than to limit the scope of the language arts by building on students' existing knowledge of language and of the world.

Teachers create rich, literate environments by exposing students to a wide variety of print and print-related materials rather than expensive workbooks, kits and basal series. Teachers enhance the students' belief in their own ability to grow and to seek meaning through displays of stories and illustrations created by students and through creating centers for the pursuit of individual interests.

Teachers influence positive attitudes toward language use by creating meaningful contexts for interactions through sharing periods, which encourage responding to experiences and exploratory talk.

Teachers promote the development of effective language-thinking strategies through key experiences which focus on the process of inquiry: for example, the exploration of ideas and feelings, opportunities for experimenting with language and predicting story outcomes.

Teachers ensure that students experience and appreciate the dynamic nature of language by engaging them in a variety of activities which help them to appreciate and to enjoy language. They must explore language in a supportive environment. Students' unconscious delight in language use must be constantly expanded, supported and nurtured by teachers in the role of interested, trusted and responsive adults.

The **Language for Life** program is based on a developmental model of language growth. Included below in chart form are the principles of this developmental model of learning and teaching that will promote growth and help it flourish.

THEORETICAL LANGUAGE ASSUMPTIONS	LEARNING	TEACHING
A. Language learning is an active developmental process which occurs over a period of time.	A. Students need time to internalize the process by actively engaging in speaking, listening, reading and writing activities.	A. Teachers provide students with many and various opportunities to use language and provide students with the time for explorations and experimentations according to their personal needs.
B. Speaking, listening, reading and writing are processes of making meaning rather than product-oriented practice exercises.	B. Students need to make sense of their learning and need to focus on accomplishing their aims and realizing their intentions through purposeful activities in the language arts rather than through "dummy runs" or senseless drill.	B. Teachers design activities that encourage students to find and make meaning.
C. The language arts, speaking, listening, reading and writing must occur in meaningful contexts for some purpose, in some situation, for some intended audience.	C. Students need to experience contexts that are meaningful to them.	C. Teachers design activities that place students in situations in which they understand the purpose, they want to communicate and they have a sense of their audience.
D. The language arts must occur and do flourish in literate environments where language users are free to discover and to realize their intentions in trial and error fashion with varied opportunities for language use.	D. Students need to be encouraged to take risks and need to experience varied opportunities for language use.	D. Teachers establish an environment that is not only full of opportunities for language experience, but is also one of trust and consideration, an environment in which students feel they can take risks and feel they are working among supportive and interested individuals.
E. Language use is not independent of function and meaning. Language use is meaningful when it is functional and personally based for the language user.	E. Students need to have purposeful experiences which reinforce the known and lead them into a variety of increasingly challenging situations.	E. Teachers help students to grow and develop in their language use by providing them with opportunities to build on their existing experiences and abilities in situations that make sense to them and that have a purpose for them.

3. THE ORGANIZATION OF THE PROGRAM OBJECTIVES

The Language for Life program is structured by means of objectives. It is the purpose of this section to illustrate how each objective represents an essential aspect of language development, and how all objectives interrelate to reflect the language learning principles upon which the program is based.

Language use is generated when students find occasions to speak, listen, write and read for a purpose. By creating such contexts which stimulate language use, students are given opportunities to explore, clarify and refine the language they use for the purposes they have in mind. The more opportunities given students for composing and responding, the greater their command of the language they use. Varied and ongoing experiences which generate language use are the means by which language develops. That development is ongoing and will, over time, lead to the attainment of the program's Global Objective and Goals.

3.1 THE GLOBAL OBJECTIVE AND GOALS

The Global Objective and Goals state the ideal and long-range outcomes of the program. Over time, and in a developmental fashion, these are the anticipated outcomes of the program. As stated in **The Foundation Of The Language For Life Program"** section (see 2.2), the Global Objective and Goals are concerned with the real purposes of language: the ability to formulate and share ideas and feelings; the ability to value the opportunity to do so. The Global Objective states the ultimate goal of the program; the Goals state how to reach this outcome.

GLOBAL OBJECTIVE

THE LANGUAGE FOR LIFE PROGRAM WILL LEAD STUDENTS TO GROW AND DEVELOP IN THEIR ABILITIES TO USE LANGUAGE TO EXPRESS THEMSELVES AND TO SHARE IDEAS AND REACTIONS WITH OTHERS; AND TO VALUE THEIR OWN AND OTHERS' SELF EXPRESSION.

GOALS

The program will:

- FOSTER ENGAGEMENT BY STUDENTS IN MEANINGFUL AND NECESSARY LANGUAGE EXCHANGES;
- FOSTER THE STUDENTS' DEVELOPING A POSITIVE SELF CONCEPT AND THE ABILITY TO INTERACT WITH OTHERS;
- LEAD THE STUDENTS TO USE LANGUAGE FOR SHAPING AND EXPRESSING THEIR IDEAS AND FEELINGS.

3.2 THE GENERAL AND TERMINAL OBJECTIVES

The General Objectives follow in a natural order from the Global Objective and Goals. They indicate the anticipated development expected in the students. For example, General Objective 1 states:

The student will demonstrate a positive self concept.

There are four General Objectives in the **Language for Life** program. Although these objectives are numbered, it should be noted that the numbering is merely a mechanical convenience, and in no way indicates a sequence.

The Terminal Objectives are stated in terms of responding (listening, reading, viewing) and composing (speaking, writing, visual creations). The Terminal Objectives indicate the behaviours anticipated over a given period of time which foster the attainment of the General Objective. Bearing in mind that the context in which language is used controls how it is used, the processes of responding and composing function most often in an interrelated manner.

3.3 INDICATORS

Indicators are arranged to provide evidence of developmental growth. Reference is made to suggested activities which offer opportunities for students to exhibit the behaviour that confirms the occurrence of language growth. Only key indicators are listed; many others might serve to mark progress. The **VALUES** section anticipates some of the positive attitudes and behaviours which students may develop over time, as their awareness and understanding of language grows.

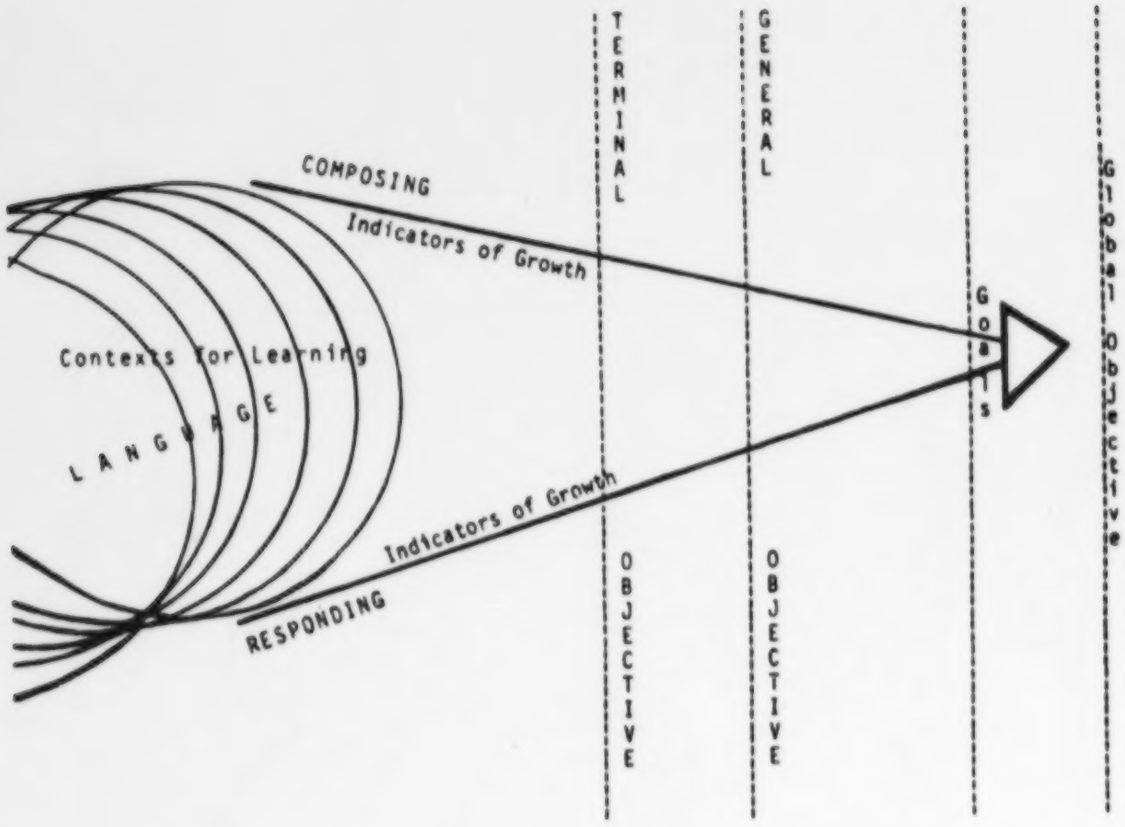
3.4 LANGUAGE OPPORTUNITIES

Language learning does not take place in a vacuum. It should not be confined to the language class alone. Truly meaningful contexts for language learning can be found across the curriculum in which language is being used for specific purposes. By making reference to all existing programs, such learning contexts can be located and serve as opportunities for language growth as well as learning.

3.5 RELATED CONTENT

The content which a teacher may examine when addressing the Terminal Objectives is suggested in Chapter 5: **Related Content.**

4. THE OBJECTIVES IN CONTEXT: A DEVELOPMENTAL MODEL



GENERAL

OBJECTIVES

1. The student will demonstrate a positive self-concept:

TERMINAL

by exhibiting confident behaviour in responding to non-verbal, oral, visual and/or printed stimuli in meaningful contexts.

by exhibiting confident behaviour in composing non-verbally, orally and/or visually in meaningful contexts.

INDICATORS

e.g.

- reacts to gestures
- establishes eye contact
- responds to facial expression, to smiles, frowns, etc.
- is sensitive to the proximity of others
- has a good sense of body orientation (head angle)

e.g.

- gestures by pointing, indicating size, distance, etc.
- attends to speaker for an appropriate length of time
- makes appropriate facial expression for situation - smiles, frowns, grimaces, etc.
- accompanies or replaces speech by nodding head to indicate yes, no, agreement, etc.
- sits or stands with appropriate posture
- moves closer to initiate interaction; keeps appropriate distance; moves away to terminate an interaction
- touches appropriately - taps a person, shakes hands, etc.
- has a good sense of body orientation (eg. head angle when seated or standing)
- manifests interest in his/her appearance and/or unusual behavioural characteristics
- uses intelligible speech
  - appropriate volume
  - pitch
  - intonation
  - stress
  - rhythm and rate

VALUES

- regards self as worthwhile
- expresses feelings
- recognizes areas of personal strength
- demonstrates desire to be age-appropriate
- thinks before acting

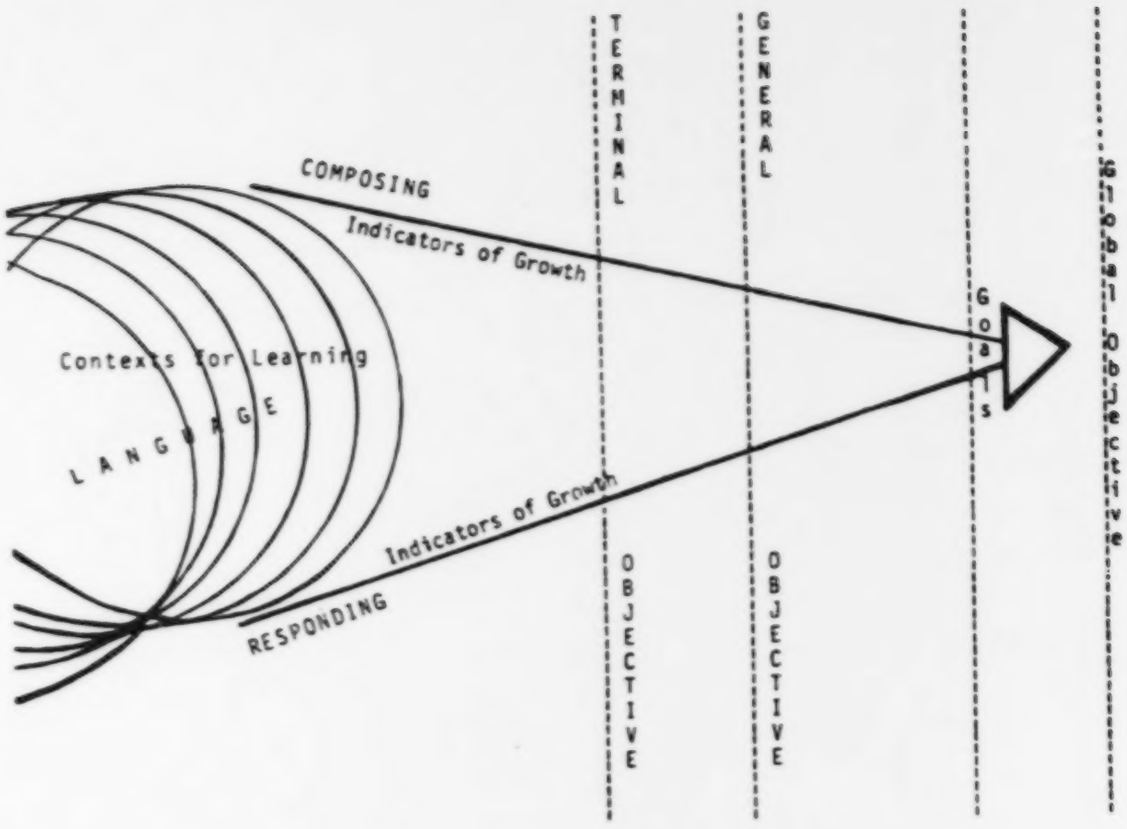
LANGUAGE OPPORTUNITIES

e.g.

Gesture:	Introduction to the Arts Program:	3.2, 6.4, 7.1, 7.2, 9.1, 9.2, 9.4, 10.1, 10.2
Eye Contact:	Self-Care Program:	5.1, 5.2
	Introduction to the Arts Program:	6.1, 6.2, 6.3, 11.1
Facial Expression:	Introduction to the Arts Program:	9.1, 9.2, 9.4, 10.1, 10.2
Head Nods:	Introduction to the Arts Program:	3.1
Posture:	Introduction to the Arts Program:	10.2
Proximity:	Self-Care Program:	4.3, 5.3, 5.4, 5.5
Bodily Contact:	Introduction to the Arts Program:	10.2
Appearance:	Self-Care Program:	2.4, 3.4, 3.5
Paralanguage:	Introduction to the Arts Program:	6.2, 9.3, 9.5, 12.2, 12.3, 14.1
Motor coordination:	Introduction to the Arts Program:	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 5.2, 5.3

Suggestions for Related Content will be found on page 25.

4. THE OBJECTIVES IN CONTEXT: A DEVELOPMENTAL MODEL



GENERAL

OBJECTIVES

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by exhibiting confident behaviour in composing non-verbally, orally and/or visually in meaningful contexts.

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- uses intelligible speech
  - appropriate volume
  - pitch
  - intonation
  - stress
  - rhythm and rate

VALUES

- regards self as worthwhile
- expresses feelings
- recognizes areas of personal strength
- demonstrates desire to be age-appropriate
- thinks before acting

GENERAL

OBJECTIVES

1. The student will demonstrate a positive self-concept:

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by exhibiting confident behaviour in composing non-verbally, orally and/or visually in meaningful contexts.

INDICATORS

e.g.

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VALUES

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LANGUAGE OPPORTUNITIES

e.g.

Gesture:	Introduction to the Arts Program:	3.2, 6.4, 7.1, 7.2, 9.1, 9.2, 9.4, 10.1, 10.2
Eye Contact:	Self-Care Program:	5.1, 5.2
	Introduction to the Arts Program:	6.1, 6.2, 6.3, 11.1
Facial Expression:	Introduction to the Arts Program:	9.1, 9.2, 9.4, 10.1, 10.2
Head Nods:	Introduction to the Arts Program:	3.1
Posture:	Introduction to the Arts Program:	10.2
Proximity:	Self-Care Program:	4.3, 5.3, 5.4, 5.5
Bodily Contact:	Introduction to the Arts Program:	10.2
Appearance:	Self-Care Program:	2.4, 3.4, 3.5
Paralanguage:	Introduction to the Arts Program:	6.2, 9.3, 9.5, 12.2, 12.3, 14.1
Motor coordination:	Introduction to the Arts Program:	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 5.2, 5.3

Suggestions for Related Content will be found on page 25.

GENERAL

OBJECTIVES

2. The student will develop an ability to participate in communication exchanges:

TERMINAL

by responding to non-verbal, oral, visual, and/or printed stimuli in meaningful contexts.

by composing non-verbally, orally, visually, and/or in print in meaningful contexts.

INDICATORS

e.g.
- accepts and responds to physical contact
- reacts to gestures and emotions of others
- responds to oral communication through conversation, directions, story-telling, etc.
- responds to pictographs such as signs, rhebus symbols, pictoral indicators, etc.
- reads familiar words in context
- behaves like a reader: turns pages, recognizes title page, follows print/reads from left to right, invents story to accompany print and/or illustrations, rereads, etc.

e.g.
- attends to communicator e.g. person, picture, print, etc.
- imitates and/or repeats:
  - gestures and actions
  - sounds
  - words, phrases, etc.
- gestures and/or indicates to make others aware of needs, wants, feelings
- follows directions by performing task(s)
- orally expresses needs, wants, feelings
- creates and/or recreates stories in pictures, in dramatization, in words

VALUES

- enjoys communicating with others
- responds to praise
- demonstrates self motivation
- enjoys stories
- responds to writing of others orally, in writing
- responds to others verbally, non-verbally

LANGUAGE OPPORTUNITIES

e.g.

Attends to Communicator:	Introduction to the Arts Program:	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 6.1, 6.2, 6.3
Gestures:	Introduction to the Arts Program:	6.4, 7.1, 7.2, 8.1, 9.1, 9.2, 9.4
Imitation/Repetition:	Introduction to the Arts Program:	4, 9.4, 9.5, 10.1, 11, 14.1, 14.2
	Self-Care Program:	5.2
Non-verbal Expression:	Introduction to the Arts Program:	3.1, 3.2
Oral Expression:	Introduction to the Arts Program:	3.1, 3.2, 10.3
	Self-Care Program:	1.6.7, 4.1.9, 4.2.5, 4.2.9, 4.3.9
Pictographs:	Self-Care Program:	4.5
Recreating Stories:	Introduction to the Arts Program:	9.3, 10.1, 10.2
Creating Stories:	Introduction to the Arts Program:	10.3, 10.4, 10.5, 10.6

Suggestions for Related Content will be found on page 25.

GENERAL

OBJECTIVES

3. The student will develop an ability to participate in positive interactions with peers and others:

TERMINAL

by responding to a variety of interactions in meaningful contexts.

by initiating a variety of interactions in meaningful contexts.

INDICATORS

e.g.
- reacts to gestures
- responds to a greeting
- responds with facial expression appropriate to the situation
- accepts and responds to bodily contact
- participates in a group performing familiar actions
- modifies behaviour in response to verbal cues
- takes turn and relinquishes turn
- respects appropriate proximity of others
- reponds to conversation or topic
- responds to the teacher, to the parent, to classmates, to other adults

e.g.
- initiates a greeting:
  - handshake
  - wave
  - comment
  - verbal social expression
- expresses needs, ideas, feelings, etc.
- introduces conversation or topic with the teacher, with the parent, with classmates, with other adults

VALUES

- shares experiences with others
- enjoys participating
- takes turns
- seeks opportunities to interact
- shows willingness to enter into communication exchanges with:
  - a classmate
  - an adult
  - an unfamiliar audience

LANGUAGE OPPORTUNITIES

e.g.

Gesture:	Self-Care Program:	5.2
	Introduction to the Arts Program:	6.4, 7.2, 9.1, 9.2, 9.4, 10.1, 10.2, 11.1
Greeting:	Self-Care Program:	5.1, 5.2, 5.3
	Introduction to the Arts Program:	6.3
Facial Expression:	Self-Care Program:	5.1, 5.2
	Introduction to the Arts Program:	3.1, 6.4, 9.1, 9.2, 9.4
Expresses Needs:	Self-Care Program:	4.1, 4.2, 4.3, 4.4, 10.4, 10.5
Conversation:	Self-Care Program:	5.1, 5.2, 5.3
	Introduction to the Arts Program:	3.1, 3.2, 6.2, 10.3, 10.4, 10.5
Group Participation:	Self-Care Program:	5.2, 5.4, 5.3
	Introduction to the Arts Program:	6.1, 6.2, 8.1, 8.2, 9.1, 9.2, 9.3, 9.4, 9.5, 14.3, 14.4, 14.5, 11.6
Modifies Behaviour:	Self-Care Program:	5.1, 5.2, 5.3, 5.4, 5.5
	Introduction to the Arts Program:	3.1, 3.2, 6.3, 6.5, 8.1, 9.3, 9.4, 9.5, 10.1, 10.2, 14.3, 14.4
Takes Turns:	Self-Care Program:	5.4

Suggestions for Related Content will be found on page 25.

GENERAL OBJECTIVES

4. The student will develop an ability to participate in activities which promote the development of thinking through language:

TERMINAL OBJECTIVES

by responding to and making sense of the thoughts, ideas and feelings of others in listening and reading in meaningful contexts.

by composing thoughts, ideas and feelings in speaking and writing in meaningful contexts.

INDICATORS

e.g.
- listens attentively
- indicates understanding through body language
- responds verbally or non-verbally
- re-tells a story
- identifies words which are common and familiar: own name, names of classmates, street name, high profile print, etc.
- responds to common feelings
- demonstrates an understanding of visual and print associations, of print, etc.
- recognizes and reads aloud messages, instructions, etc.
- locates key words in various print sources
- uses various means of responding to sound/print and predicting meaning
- behaves like a reader: notes title page, searches for story clues in pictures and/or in print, responds to ideas of interest, etc.
- listens, shares, reacts when responding

e.g.
- uses body language (gestures, eye contact, facial expressions, nods, etc.) to convey meaning
- poses questions as needs arise
- develops speaking strategies such as volume, pitch, tone, speed, word choice, etc.
- shows ability to manipulate language in order to convey thoughts, ideas, feelings
- follows an organizational pattern to develop, extend, conclude a line of thought for specific purposes: giving directions, "how to" instructions, etc.
- labels familiar objects
- writes personal responses and comments, descriptions, factual recall stories, etc.
- follows a process to generate, develop, extend and conclude ideas
- writes varied messages for varied purposes: instructions, directions, feelings, lists, letters, etc.

VALUES

- shows interest in books, newspapers, magazines, etc.
- shares reading experiences with others
- shows interest in writing as means of communication
- enjoys writing
- takes risks
- experiments with language for a variety of purposes
- expresses feelings, needs, desires

LANGUAGE OPPORTUNITIES

e.g.

Feelings, Needs, Desires:	Self-Care Program: 1.1 Introduction to the Arts Program: 3.1, 3.2, 5.1, 8.1, 8.2
Recognition of Objects:	Self-Care Program: 2.2.1 Introduction to the Arts Program: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2
Understands Survival Skills:	Self-Care Program: 4.1, 4.2, 4.3, 4.4
Attaches Meaning to Symbols:	Self-Care Program: 4.5 Introduction to the Arts Program: 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 6.3, 7.1, 7.2, 7.3
Models Appropriate Behavivour:	Self-Care Program: 5.5 Introduction to the Arts Program: 6.1, 9.1, 9.2, 11.1
Recounts/Recalls:	Introduction to the Arts Program: 9.3
Prediction:	Introduction to the Arts Program: 6.5
Motor Coordination:	Introduction to the Arts Program 4.1, 4.7, 4.8, 4.9 Self-Care Program: 1.3, 2.3, 3.1, 3.2

Suggestions for Related Content will be found on page 25.

SUMMARY

GLOBAL OBJECTIVES

The Language for Life program will lead students to grow and develop in their abilities to use language to express and to share ideas and reactions with others; and to value their own and others' self expression.

GOALS

- foster engagement by students in meaningful and necessary language exchanges;
- foster the students' developing a positive self concept and the ability to interact with others;
- lead students to use language for shaping and expressing their ideas and feelings.

GENERAL AND TERMINAL OBJECTIVES

GENERAL 1. THE STUDENT WILL DEMONSTRATE A POSITIVE SELF CONCEPT:

TERMINAL
- by exhibiting confident behaviour in responding to non-verbal, oral, visual and/or printed stimuli in meaningful contexts.
- by exhibiting confident behaviour in composing non-verbally, orally, and/or visually in meaningful contexts.

GENERAL 2. THE STUDENT WILL DEVELOP AN ABILITY TO PARTICIPATE IN COMMUNICATION EXCHANGES:

TERMINAL
- by responding to non-verbal, oral, visual, and/or printed stimuli in meaningful contexts.
- by composing non-verbally, orally, visually, and/or in print in meaningful contexts.

GENERAL 3. THE STUDENT WILL DEVELOP AN ABILITY TO PARTICIPATE IN POSITIVE INTERACTIONS WITH PEERS AND OTHERS:

TERMINAL
- by responding to a variety of interactions in meaningful contexts.
- by initiating a variety of interactions in meaningful contexts.

GENERAL 4. THE STUDENT WILL DEVELOP AN ABILITY TO PARTICIPATE IN ACTIVITIES WHICH PROMOTE THE DEVELOPMENT OF THINKING THROUGH LANGUAGE:

TERMINAL
- by responding to and making sense of the thoughts, ideas and feelings of others in listening and reading in meaningful contexts.
- by composing thoughts, ideas and feelings in speaking and in writing in meaningful contexts.

GENERAL AND TERMINAL OBJECTIVES

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GENERAL 4. THE STUDENT WILL DEVELOP AN ABILITY TO PARTICIPATE IN ACTIVITIES WHICH PROMOTE THE DEVELOPMENT OF THINKING THROUGH LANGUAGE:

TERMINAL
- by responding to and making sense of the thoughts, ideas and feelings of others in listening and reading in meaningful contexts.
- by composing thoughts, ideas and feelings in speaking and in writing in meaningful contexts.

5. RELATED CONTENT

It is essential that all activities occurring in the classroom as part of the Language for Life Program take place within meaningful contexts i.e. learning activities in which students are actively engaged in listening, speaking, reading and writing encounters for purposes that make sense to them and are relevant to them.

Following are suggestions of materials and activities that should be considered when designing meaningful contexts that will provide students with opportunities to address GENERAL OBJECTIVES 1 to 4:

RESPONDING

* Concrete Materials related to topic and/or task, e.g.
  - food (real, models)
  - money (real, play)
  - housekeeping equipment
  - signs and symbols
  - toys
  - play centres (i.e. grocery store, kitchen, etc.)
  - dress-up box for simulated play
  -
  -

* Print, e.g.
  - wordless picture books
  - predictable books
  - poems and rhymes
  - magazines
  - advertisements
  - product packages
  -
  -

COMPOSING

* Pictures, collages, e.g.
  - using variety of media (paints, crayons, markers, pencils, charcoal, chalk, pastels, finger paint)
  - fabric, yarn, string
  - material from nature (twigs, leaves, seeds, weeds, pine cones, pebbles, sand)
  - paper folding
  - paper tearing
  - spatter painting
  - prints (e.g. potato prints, block prints, leaf prints)

* Modelling, e.g.
  - clay
  - plasticine
  - dough
  - papier maché
  -
  -

RESPONDING

* Print, e.g.
  - Sample Literature Units[1]
  - story books
  - rhebus stories
  - pictographs
  - experience stories
  -
  -
  -

* Pictures, e.g.
  - posters
  - photographs
  - drawing (line, blak & white and colour)
  - charts
  - sets of pictures on themes e.g. the farm, the zoo, families, etc.
  - wordless picture books
  -

* Educational Outings, e.g.
  - visits to bus stop
  - trips on bus, metro, train
  - visits to grocery, bakery, restaurant, shoppping centre, police station
  - visits to barber shop, beauty salon
  - visits to hospital, medical clinic
  - trips to parks, playgrounds, swimming pool

COMPOSING

* Pictographs, e.g.
  - creating or reproducing signs
  - replacing words in stories
  -
  -
  -

* Experience Stories, e.g.
  - group stories
  - individual stories
  - class books of stories
  -
  -
  -

* Compositions, e.g.
  - poems and stories dictated to "secretary" or written on own
  - rhebus stories
  -
  -
  -

* Songs and Chants, e.g.
  - chiming in on familiar refrain
  - creating new words from predictable patterns
  -
  -

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1 This refers to the units that have been developed for the Elementary Language Arts program, **Sample Literature Units**, Level I (16-2286A), Level II (16-2287A), Level III (16-2288A), Level IV (16-2289A), Level V (16-2290A), Level VI (16-1191A and 16-2292A)

RESPONDING

* Educational Outings, e.g.
  - displays and demonstrations, e.g. art, ceramic displays
  - visit to neighborhood area
  -
  -
  -

* Television, Video, e.g.
  - programs dealing with topic under discussion
  - programs for enjoyment (stories, music, plays, etc.)
  -
  -
  -

* Films, Filmstrips, Slides, e.g.
  - related to theme under study
  - for enjoyment and language development
  -
  -
  -

* Radio, Tapes, Records, Listening Centers, e.g.
  - music for listening
  - stories for listening
  - music for rhythm, dance
  - songs for singing
  - taped stories of favourite books for following along by students
  -
  -

COMPOSING

* Theatre, Dance, Puppets, e.g.
  - create simple plays, dialogues
  - make puppets for performing original scripts
  - dance to individual's own improvisation
  -
  -
  -

* Conversation, e.g.
  - role playing
  - discussion
  - retelling stories
  - stating point of view
  - sharing, e.g. Show-and-Tell
  - Magic Circle
  -
  -
  -

* Media, e.g.
  - print making
  - slide creation
  - photography
  - film making
  - taping
  -
  -
  -

RESPONDING

COMPOSING

* Theatre, Dance, Puppets, e.g.
  - attend visiting performance of play, puppet show or dance troupe at school
  - go to a performance of theatre, dance or puppet presentation in the community
  - share in-class productions with other classes
  -
  -
  -

* Visit to class, e.g.
  - parents share information with class
  - guests speak on special topics
  - visitors share expertise, e.g. artists; singers; instrumentalists etc.
  - pets
  - children from other classes share stories, drawings, etc. with class
  - volunteers to assist students
  -
  -
  -

6. EVALUATION

Evaluation should be an on-going process for describing the development of the student. The indicators provided throughout this program may be used as a basis for evaluation. In this program, THE MAJOR PURPOSE OF EVALUATION IS TO RESPOND IMMEDIATELY TO THE NEEDS OF THE STUDENT.

It is important that teachers clearly define their objectives when introducing any activity. When planning activities which include the means for on-going formative evaluation teachers might ask the following questions:

What is my role in the activity?
What do I want my students to do?
What performance am I expecting of my students?
How can I measure that performance?
What are the possible outcomes and what do they signify?
What will I do depending on the outcomes?

Guides for formative evaluation of the **Language Arts** (16-0722-0A and (16-7221A-01) have been developed and present concrete examples of this approach.

With respect to both formative and summative evaluation, reference may also be made to the **Formula for Aiding Pupils with Difficulties** (16-7516A-01) which contains the "Check List of Pupil Acquisitions in Mother Tongue" (16-7516A-09). As students interact with themselves and others in the classroom, teachers should observe and seek answers to a variety of questions related to the context of what the students are learning, the task the students must perform and the organization of the classroom.

* **The context: Is the context meaningful to the student?**
  - Does the student see a purpose in what he is doing?
  - Is the context familiar?

- **The task: Is the student able to cope with the task?**
  - Does the student understand what is expected of him?
  - Does the student show an interest in the task?
  - Does the student feel confident about performing the task?

- **The classroom organization: Does the classroom organization facilitate the student's performance of the task?**
  - Does the student have all the material resources necessary?
  - Does the student feel comfortable and confident working individually, with a partner, in small groups, in a whole class situation?
  - What are the possible distractions?[1]

Suggestions for different techniques which may be used by teachers in developing a profile of the student include: observation, conferences, inventories, tapes of students talking, check lists. These techniques are elaborated in detail in the **Formula for Aiding Pupils with Difficulties** (16-7516A-01).

Individual differences must be taken into account in the evaluation process and one student's ability should not be compared with another student's. Instead, evaluation should be based on the student's development and improvement towards the attainment of a specific objective.

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1 Ministère de l'Éducation, **Formula for Aiding Pupils with Difficulties** (Québec, 1984), pp. 5-6.

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